

VISIT...

LANZAROTE
Caliente.COM

OXFORD
ESSENTIAL
SKILLS

Text Types

for Primary Schools

BOOK

3



Peter Durkin • Virginia Ferguson • Geoff Sperring

Peter Durkin • Virginia Ferguson • Geoff Sperring

Text Types

for Primary Schools

BOOK

3

OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

253 Normanby Road, South Melbourne, Victoria 3205, Australia

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in

Oxford New York

Auckland Bangkok Buenos Aires Cape Town Chennai
Dar es Salaam Delhi Hong Kong Istanbul Karachi Kolkata
Kuala Lumpur Madrid Melbourne Mexico City Mumbai Nairobi
São Paulo Shanghai Taipei Tokyo Toronto

OXFORD is a trade mark of Oxford University Press
in the UK and in certain other countries

Copyright © Peter Durkin, Virginia Ferguson, and Geoff Sperring 2001

First published 2001

Reprinted 2001, 2002, 2003, 2004

This book is copyright. Apart from any fair dealing for the purposes
of private study, research, criticism or review as permitted under the
Copyright Act, no part may be reproduced, stored in a retrieval system,
or transmitted, in any form or by any means, electronic, mechanical,
photocopying, recording or otherwise without prior written permission.
Enquiries to be made to Oxford University Press.

Copying for educational purposes

Where copies of part or the whole of the book are made under Part VB
of the Copyright Act, the law requires that prescribed procedures be
followed. For information, contact the Copyright Agency Limited.

ISBN 019 551205 7.

Typeset by watershed art & design

Printed in China through the bookmaker International Ltd



OWLS
OXFORD
DICTIONARY
WORD AND
LANGUAGE
SERVICE

Do you have a query about words,
their origin, meaning, use, spelling,
pronunciation, or any other aspect
of international English? Then write
to OWLS at the Australian National
Dictionary Centre, Australian
National University, Canberra ACT
0200 (email ANDC@anu.edu.au).
All queries will be answered using
the full resources of *The Australian
National Dictionary* and *The Oxford
English Dictionary*.
The Australian National Dictionary
Centre and Oxford University Press
also produce OZWORDS, a
biannual newsletter which contains
interesting items about Australian
words and language. Subscription is
free – please contact the OZWORDS
subscription manager at Oxford
University Press, GPO Box 2784Y,
Melbourne, VIC 3001, or
ozwords@oup.com.au

Contents

Introduction 4

Scope and sequence chart 6

Factual texts

Procedure

1	A paper bag monster	8
2	Making a pizza	10
3	How to make mud pies	12
4	How to make pepper jump	14

Recount

5	Stitches in my head	16
6	A school visit	18
7	The Melbourne Zoo	20
8	The day our duck egg hatched	22

Factual description

9	Our axolotl	24
---	-------------	----

Information report

10	Whales	26
11	Dinosaurs	28
12	Bread	30
13	Polar bears	32

Explanation

14	Why can you see your breath on a cold day?	34
15	Why do moths flutter around lamps?	36
16	What are fossils?	38

Exposition

17	Cats make good pets	40
18	Poster: Babe burgers	42

Literary texts

Narrative

19	The ants and the grasshopper	44
20	Princess and Oink	46
21	The three little pigs	48
22	The golden hat	50

Poetic texts

23	Things	52
24	Autumn leaves	54
25	A poem about the senses	56

Literary recount

26	Nan	58
----	-----	----

Writer's word list 60

What I think about my writing 61

Student's writing profile 62

Text types 1-6 topics chart 64

Introduction

Text Types for Primary Schools develops students' knowledge and understanding of texts and how they are structured. This knowledge will help students to create different spoken and written texts, as well as to interpret and respond more effectively to varied texts they will encounter throughout their lives. The text types highlighted in this series are stressed in all state curriculum documents, namely:

- New South Wales: *English K-6 Syllabus* and Support Document, Part 1, Teaching About Texts
- Victoria: *English, Curriculum and Standards Framework II*, Strands of Speaking and Listening, Reading, Writing, Substrands Text and Aspects of Language
- Western Australia: *First Steps Reading and Writing Developmental Continuum*
- Queensland: *First Steps Reading and Writing Developmental Continuum*.

The series consists of seven consumable student workbooks, Books 1-6 and a *Starter Book*, which each provide 26 units of work for use in teaching specific text types. Each unit consists of a double-page spread which includes text models and space for the student to practise writing in the text type.

All books in this series cover the following text types:

Factual texts
procedure

recounts

information report

explanation

exposition/discussion

Literary texts
narrative

poetic texts

literary recount

LEFT PAGE

Model page

Demonstrates specific text type.

How to make pepper jump

Structure

Title A science trick

Aim To take the pepper away from a pile of salt

Materials needed

- > A dry winter's day
- > a small pile of dry table salt
- > some pepper
- > a small comb

What to do

Sequence of steps

- 1 Wait for a winter's day
- 2 Make a small flat pile of dry table salt.
- 3 Shake some pepper on top.
- 4 Run a comb through your hair or rub it hard against your jumper.
- 5 Place the comb above the salt (without touching it).
- 6 The pepper grains will jump onto the comb.

Evaluation

Was the goal achieved?

If the pepper jumped onto the comb, your goal was achieved.

Writer's Challenge

Try the science trick for yourself, and then write exactly what happened. Did the pepper jump onto the comb?

Write a procedure

You can make balloons stick to things just by rubbing them. The pictures show you how. You write in the words for the procedure.

Structure

Title Balloon

Materials needed

Sequence of steps

What to do

First Blow

Second Rub

Next take the b _____ i _____ o _____ which has been rubbed against material or your hair and given a charge of St _____ C _____ ei _____ C _____ y.

Put it on _____ and you will notice _____

Was the goal achieved?

Evaluation

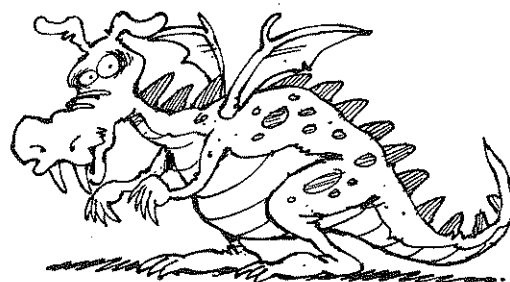
Tear up some paper into small pieces. Rub a plastic comb hard in your hair. Put it near the pieces of paper. The paper will jump onto the comb.

RIGHT PAGE

Activity page

Provides space for students to practise the text type.

The books have been designed to give students the opportunity to practise writing over an extended period. Thus, three or more units are generally dedicated to each text type. These are presented in developmental order, from least challenging to most challenging.



How to use this book

Before beginning the activity, extensive discussion should take place.

The following teaching techniques should be incorporated into each unit's work, in order to maximise benefits from the modelled text types:

- **Model** the text type—by showing and sharing how writing is devised.
- **Discuss and display** what the students need to learn next; for example, how to gather and sort information.
- **Show** how text types can be linked and compared; for example, by recognising similarities and differences between text types. Once students understand the fundamental characteristics of a specific text type, they are better prepared to practise writing in the specific text type.

The activities throughout all books allow students to develop the following skills, which are critical in the writing of text types:

- observation—describing what one sees
- listening—to instructions and other students' opinions
- memory—recalling what one has learnt
- questioning—asking questions of oneself and others
- thinking—working out problems
- transference—transferring knowledge from one text type to another
- co-operative skills—working within a group.

Assessment

Each book incorporates a strong assessment component, in order to allow for self-assessment and teacher assessment of individual students:

- Student self-assessment page—allows students to assess their own understandings, knowledge and skills in writing specific text types.
- Student progress chart—helps the teacher keep track of the student's work, and is a valuable assessment tool.

Scope and sequence chart

BOOK



TEXT TYPE

UNITS

Procedural texts

Procedural texts tell how to achieve a goal or an outcome through a sequence of steps. Examples of procedural texts include:

- ▲ instruction manuals
- ▲ recipe books
- ▲ safety manuals
- ▲ science books.

- 1 A paper bag monster
- 2 Making a pizza
- 3 How to make mud pies
- 4 How to make pepper jump

Recounts

Recounts record a series of events in the order in which they occurred. They tell how, what, where and when. Examples of recounts include:

- ▲ diaries
- ▲ letters/postcards
- ▲ journals
- ▲ autobiographies and biographies.

- 5 Stitches in my head
- 6 A school visit
- 7 The Melbourne Zoo
- 8 The day our duck egg hatched

Information reports/ Factual description

Information reports classify and describe general classes of phenomena. Factual descriptions describe a specific object, creature or natural phenomenon.

Both are accurate and factual, and use clear, straightforward language. Factual descriptions serve as an introduction to Information Report at junior levels.

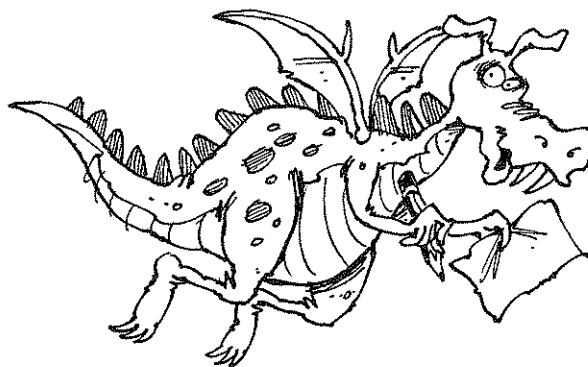
- 9 Our axolotl
- 10 Whales
- 11 Dinosaurs
- 12 Bread
- 13 Polar bears

Explanations

Explanations describe in scientific terms how natural and technological phenomena come into being.

They are written to add to our store of knowledge.

- 14 Why can you see your breath on a cold day?
- 15 Why do moths flutter around lamps?
- 16 What are fossils?



TEXT TYPE

UNITS

Exposition

The purpose of an exposition, or persuasive writing, is to convince you that what the writer is saying (or drawing) is true. Examples include:

- ▲ advertisements
- ▲ pamphlets
- ▲ references
- ▲ posters
- ▲ book and film reviews.

17 Cats make good pets

18 Poster: Babe burgers

Narrative

A narrative tells a realistic or imagined story. It is written to entertain, stimulate, motivate, guide and teach the reader. Examples include myths, legends, fables, fairy tales, short stories and picture books.

Structure:

- Orientation (setting the scene)
- Complication (problems/conflict)
- Series of events
- Resolution (solution of problems)
- Re-orientation/coda (optional)

19 The ants and the grasshopper

20 Princess and Oink

21 The three little pigs

22 The golden hat

Poetic texts

Poetry helps us to think about familiar things in different ways. It uses language, rhythm, rhyme and structure to capture the essence of a feeling, thought, object or scene. Forms of poetry include cinquain, haiku, limericks, diamante, lyrics, ballads, humorous verse.

23 Things

24 Autumn leaves

25 A poem about the senses

Literary recount

Literary recounts differ from factual recounts, in that they tell what the writer thinks and feels about what has happened.

26 Nan

A paper bag monster

Structure

Title

The title summarises the aim of the procedure.

Materials

Steps

How to make a paper bag monster

You will need

- a big brown paper bag
- 2 or 3 sheets of coloured paper
- red card for tongue and ears.

What to do

- 1 Put the brown paper bag over your head.
- 2 Get a friend to draw two circles where your eyes are. Take off the bag and cut eyeholes.
- 3 Paint a scary face and leave out to dry.
- 4 Use red card to cut out the tongue and ears.
- 5 Cut a slit for the mouth.
- 6 Tape the tongue into the mouth slit and the ears to the side of the bag.
- 7 Cut the coloured paper into strips. Stick them all over the bag to make scary spikes.

Language Features

The title describes what you make

Action words
e.g. 'put', 'get',
'take'

Present tense
'stick' not
'stuck'

Writer's Challenge

In the sequence of steps, everything must be explained clearly. Answer these questions to show you really understood each step.

- 1 In step 1, why do you put the paper bag over your head?

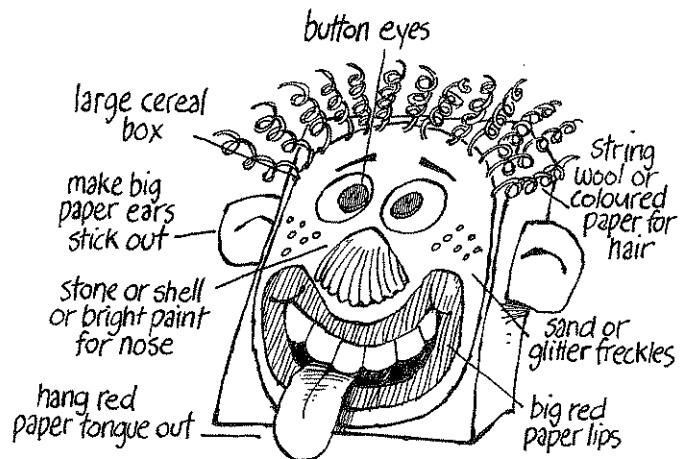
- 2 In step 5, why do you cut a slit for the mouth?

- 3 In the final step, why do you cover the bag with coloured strips of paper?

Write a procedure

A clown face

Write the procedure for making a clown face from a large cereal box. Try making the clown face first, then write how you did it.



Structure

Title

How to

Materials

You will need

-
-
-
-
-

Steps

What to do

.....

.....

.....

.....

.....

.....

.....

.....

.....



More to do

Make a sock for a clown's shoe. Make it big and colourful. Write the instructions for making your sock.

Making a pizza

Structure

Title

Materials

List all of the ingredients for making the pizza.

Sequence of steps

Include picture or labelled diagram

Evaluation

Was your pizza cooked properly?
Did you enjoy it? If so, your procedure was successful.
Bon appetit!

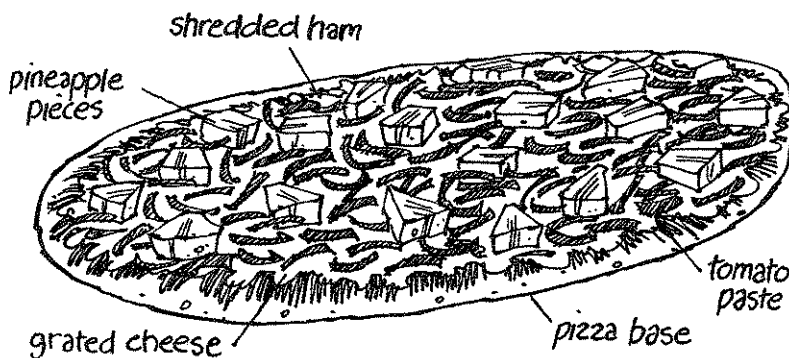
Making a Pizza

You will need

- ▲ prepared pizza base
- ▲ tomato paste
- ▲ shredded ham
- ▲ grated cheese
- ▲ pineapple pieces

What to do

- 1 Spread tomato paste on the pizza base.
- 2 Sprinkle shredded ham over the entire surface.
- 3 Add pineapple pieces.
- 4 Cover with grated cheese.
- 5 Place in pre-heated oven (300°C) and cook for 20 minutes.
- 6 Cut into slices and serve with salad.



Language features

Outline and number all the steps for making the recipe.

Recipes leave out all unnecessary words such as 'the', 'and', 'them'.

Writer's Challenge

Each of the 6 steps above begins with a doing word (verb). Several other verbs are also used. Write down eight verbs which appear in the sequence of steps. The exact space is given (one space for each letter). No word is repeated twice in this exercise.

S _ _ _ _ _

A _ _ _ _

C _ _ _ _

S _ _ _ _ _ k _ _ _ _

C _ _ _ _ _

P _ _ _ _ _

Write a procedure

Making a hamburger

Write out all the steps for making and serving your favourite hamburger. You may like to use the pictures and words in the border to help.

Structure

Title

Materials



sprig of thyme

Sequence of steps

Outline and number all the steps for making hamburger



fresh tomato and tomato sauce

Evaluation

You will need

▲

▲

▲

What to do

1

2

3

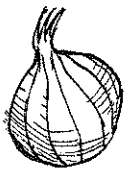
4

5

6



egg



onion

Draw and label your hamburger here



lettuce

More to do

Organise a cake and slices day. Write out your favourite recipe, make it at home and bring it to school to share. Compile a recipe book of all the cakes and slices.

How to make mud pies

Structure

Title

The aim

Materials

Steps

Language features

How to Make Mud Pies

You will need

- ✓ an old plastic container
- ✓ an empty egg container
- ✓ water
- ✓ plenty of warm sun

What to do

- 1 Find an old plastic container.
- 2 Fill it $\frac{3}{4}$ full with rich dirt.
- 3 Add water and stir.
- 4 Pack this mud into the bottom part of an egg container.
- 5 Dry slightly in the sun.
- 6 Turn the carton over and leave the mud pie in a sunny place, without the mould.
- 7 When the pies are hard they are done.

Action words

At the start of each instruction

Numbers show order of steps

- 1.....
- 2.....
- 3.....

Evaluation

If the mud pies set well and look delicious, then the recipe has worked!

If the pies are hard and they last for more than an hour or two, then the recipe has worked.



Writer's Challenge

An important part of any procedure is evaluation. Evaluation is deciding whether the procedure worked or not. This evaluation gave reasons for why the procedure was successful.

In the spaces below, give four reasons why you should keep some mud pies in your cupboard.

- 1.....
- 2.....
- 3.....
- 4.....

Write a procedure

A bushland meal

For your recipe you could choose:

- a bark sandwich
- a work omelette
- grilled mud sandwich
- iced rainwater tea
- roast rocks
- moss custard
- gumnut cider
- a recipe of your own.

Structure

Title

You will need

Materials

Steps

What to do

>

>

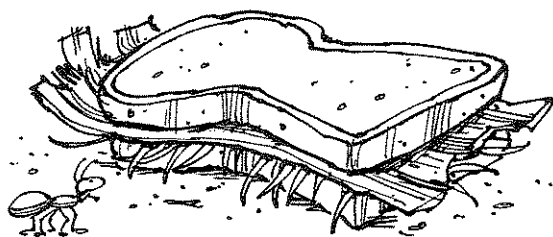
>

>

Evaluation

Did it work?

How good was your recipe?



More to do

Work with your friends to plan a menu for a bushland feast. You will need to plan for breakfast, morning tea, lunch, dinner and supper. Copy the menu into your writing book.

How to make pepper jump

Structure

Title

A science trick

Aim

To take the pepper away from a pile of salt

Materials
needed

- > A dry winter's day
- > a small pile of dry table salt
- > some pepper
- > a small comb

What to do

Wait for a winter's day

Sequence
of steps

- 1** Make a small flat pile of dry table salt.
- 2** Shake some pepper on top.
- 3** Run a comb through your hair or rub it hard against your jumper.
- 4** Place the comb above the salt (without touching it).
- 5** The pepper grains will jump onto the comb.

Evaluation

Was the goal
achieved?



If the pepper
jumped onto the
comb, your goal
was achieved.

Language features

Facts
Say exactly
what is needed

Action verbs
'make', 'shake',
'run', 'place'

Diagrams

Writer's Challenge

Try the science trick for yourself, and then write exactly what happened. Did the pepper jump onto the comb?

Write a procedure

You can make balloons stick to things just by rubbing them. The pictures show you how. You write in the words for the procedure.

Balloon magic
or Tricky balloons
or Sticky balloons

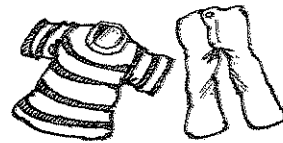
Structure

Title

Balloon

Materials
needed

1



2

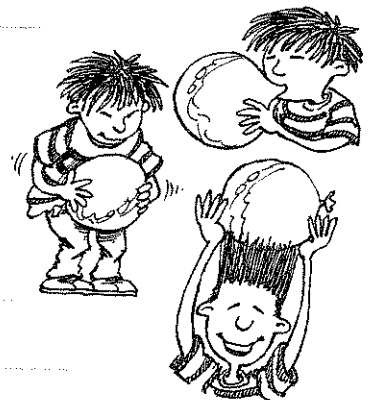
Sequence
of steps
What to do

3



First Blow

Second Rub



Next, take the b _ _ _ l _ _ o _ _ which has been rubbed against material or your hair and given a charge of st _ _ _ c _ _ _ el _ _ _ _ _ c _ _ _ y.

Put it on _ _ _ _ _ and you will notice _ _ _ _ _.

Was the goal achieved? _ _ _ _ _

Evaluation

More to do

Tear up some paper into small pieces. Rub a plastic comb hard in your hair. Put it near the pieces of paper. The paper will jump onto the comb.

Stitches in my head

Structure

Title

Orientation

Who?

Where?

When?

Sequence

of events

Event 1

Event 2

Concluding
sentence

Stitches in My Head

I've had stitches in my head twice. The first time I was on my Mum's and Dad's bed.

It happened like this. My brother was standing on a chest of drawers, and he was going to jump onto the bed. I was going to catch him, but I missed and fell forward, and hit my head on the chest of drawers.

The people at the hospital did the stitches in the wrong place.

The next time, I was running round the sprinkler and ran into a pot plant. We went to the doctor, and he tried to give me stitches, but I screamed. So he sent me to a hospital and I got butterfly clips instead.

I like butterfly clips much better than stitches.

Language features

Specific people
e.g. 'I', 'Mum',
'Dad'

Linking
words of time

Past tense
verbs
e.g. 'was',
'ran', 'went',
'tried'

Writer's Challenge

In recounts, words such as 'then', 'after', 'the next time' are used to show the order in which things happen. Think about a time when you were hurt at school. When writing, use as many of the words in the box as you can.

The first time
now next
then during
first when
finally last
the next time
later before
after yesterday

Write a recount

An accident

All recounts begin with an introduction (orientation) which tells who, what, where and when. Think of a time when you were involved in an accident or saw one.

First, make notes about the accident.

Who? 	What?
Where? 	When?

Second use the notes above to write the first paragraph (orientation) about the accident.

.....

.....

.....

.....

.....



Use the information above to write a newspaper report. Choose a headline. Write Who? What? Where? When? Then write more paragraphs recounting what happened.

A school visit – Tullamore

Structure

Language feature

Tullamore

Orientation

We went up to Tullamore on the 8th of May to visit the old people for Mother's Day.

Sequence of events

We took coats, hats and umbrellas, song books and Mother's Day cards. We had afternoon tea there. An old man named Joe sang for us. A 94 year old lady did a poem about mothers. We gave each other pleasure.

Concluding comment

We hope to see them again.

Sam

Title

Who
Where
WhenPast tense
verbs

Author

Writer's Challenge

Recounts often include proper nouns. Proper nouns always begin with a capital letter, and they name a particular person, place or thing. List the proper nouns in the recount above.

- 1 The name of a place _____
- 2 The name of a month _____
- 3 A special day (2 words) _____
- 4 The name of a person _____
- 5 The name of the author _____

Write a recount

A visit or trip

Think about the day you went:

- for a ride
- a visit
- to a sporting match
- to a concert or circus or other event.

Write about what happened on that day.

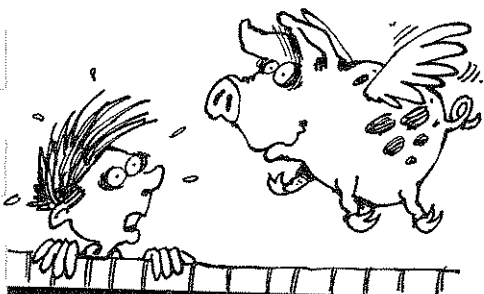
Structure

Title

Orientation

Sequence
of events

Concluding
sentence



**More
to do**

Sometimes it is hard to remember the exact details of an ordinary event. Write about what happened this morning—right from the moment you woke up until you walked out the front gate to school.

The Melbourne Zoo

Structure

Title

Orientation

Who? When?
Where? Why?

Sequence of
events
(in order)

Concluding
sentence

Author

The Melbourne Zoo

On Wednesday our class went to the zoo by train. At Loch we stopped to pick up Patrick and Sharon.

When the train pulled in at Flinders Street station, we went straight to the Melbourne Zoo. As soon as we arrived we had lunch.

Then we went to see the lions, and they were all lying down having a rest.

After that we went down to the seals. They were all showing off.

Before we came home, Sister Eileen bought us all an icy pole.

David, Year 3

Language features

Time words
e.g. 'when', 'as soon as', 'then', 'after that', 'before'

Underline
all these words
in the text.

Past tense
e.g. 'went', 'stopped', 'pulled', 'arrived', 'had', 'bought'

Writer's Challenge

Recounts tell about events in the order they happened. In the boxes below, draw pictures with labels to show what happened.

1 On the train

2

3

4

5

6

Write a recount

A talk to the class

Have you ever been lost? Were you ever chased by a bull? Did you ever win a great prize? Were you a bridesmaid or pageboy at a wedding?

Choose something special which has happened to you, and prepare a speech for your class. Make notes in the boxes below to help you prepare the speech.



Title of speech

Notes for speech

What you will say first

Some important things that happened

Concluding sentence

More to do

Practise your speech on a friend. When it is your turn, speak loudly and confidently. Your teacher could video everyone.

The day our duck egg hatched

Structure

Title

Summarises the text

Orientation

Tells who? where? what?

Sequence of events

Day 1



Day 2



Day 2



Day 2



Conclusion

The day our duck eggs hatched

Our two duck eggs came from Susan's farm in Beechworth.

She brought them to our classroom, and we kept them in an incubator for 28 days.

Hatching Day 1. Monday 2.50 a.m.

One duckling was about to hatch out. There was a tiny crack in the shell.

Hatching Day 2. Tuesday 6.20 a.m.

The duckling made a hole in the shell with its beak.

Three and a half hours later (at 12.50 p.m.) the duckling's neck was tightly folded to fit inside the egg.

One minute later the duckling struggled out of the shell using big kicks. It was so wet and exhausted, we were amazed. Not one person spoke. We just stood and watched the poor little thing.

The duckling rested for a while, and soon its down (young feathers) started to dry out. It was cheeping softly.

We were quiet for the rest of the day. (We waited and waited but the other egg didn't hatch.)

Language features

Proper nouns
(they begin with capital letter)

Time words
Tell the exact order that things happened

Personal responses
The writers show how they feel

Written in the past tense
e.g. 'stood', 'spoke', 'watched'

Writer's Challenge

Look again at the 'Orientation' part of the recount to answer the questions below.

- 1 Where did the duck eggs come from? _____
- 2 Who owned the farm? _____
- 3 How long were the eggs kept in the incubator? _____

Write a recount

A special event

Write a recount about something special that you did or watched happening.
It could be:

- The day the chickens hatched
- Taking the pet to the vet
- The day my baby brother or sister came home

Structure

Title

Orientation

Who?

What?

When?

Where?

Sequence

of events

Tell in the
order they
happened

Write about
3 or 4 events

Conclusion

Write a good
ending
sentence

**More
to do**

Write an eyewitness account. It could be something ordinary like a school sports event, or it could be something spectacular like a fire or an escaped animal.

Our axolotl

Structure

Purpose

(to describe a living thing)

Classification

Description

What it looks like

What it eats

What it does

Conclusion

Our axolotl

Our class has an axolotl.
We have named her Alexia.

This is our report about our axolotl.

Axolotls are a type of salamander with red, feathery gills. The dictionary says, 'A newt-like amphibian'.

Appearance

Her head is flat with a black spot under her chin.
Her tail is thin.
She looks like this:



Size

She is 20 cm long, 2.5 cm wide (in the back) and 4 cm wide (in the head).

She eats meal-worms and sometimes parts of other fish or axolotls. Sometimes she eats all of them! She can be a cannibal.

She shows three kinds of activity:

- i lying very still on the bottom of her tank
- ii after being fed she becomes lively and turns somersaults
- iii sometimes she swims round violently, thrashing the water with her tail, her head out of the water.

'Axolotl' is a Mexican word for 'play in the water'. It is a name that suits Alexia perfectly.

Language features

Describing words (adjectives)
e.g. 'feathery', 'red', 'newt-like', 'flat', 'thin'

Action words (verbs)
e.g. 'eats', 'shows', 'swims', 'play'

Writer's Challenge

Look back over the description to answer these questions:

- 1 How long is she? _____ cm
- 2 What does she eat? _____
- 3 Axolotls are a type of S _____
- 4 'Axolotl' is a Mexican word meaning _____

Write a factual description

Classroom pet

Do you have mice, lizards, guinea pigs, tortoises, terrapins or chickens?
Tell us some facts about your pet (or your pet at home, or the dog next door).

Structure

Classification

Description

1

Name of pet (kind of animal) _____

2

Your animal's first name _____

3

Colour _____

4

Size _____

5

Appearance (what it looks like) _____

Food _____

Behaviour (what he/she does. Playful? Quick moving? Slow moving? Habits)

One good thing you remember about this pet _____

Interesting fact

Conclusion



More to do

In your writing book, draw a portrait of your pet. Draw a frame, print the name of your pet at the top and sign your name at the bottom. Display your picture in the classroom. Does your picture match the factual description of your pet?

Whales

A FACT CHART

WHALES

What kind of animal?

- ▲ whales are mammals
- ▲ they live in water

What do whales look like?

- ▲ they are very big
- ▲ they have a fish-like shape

Where do you find whales?

- ▲ they live in oceans

What do they eat?

- ▲ they live on krill
- ▲ krill is a tiny shell fish

How does a whale move?

- ▲ they use flippers
- ▲ they have a large tail which helps them move through the water

How does a whale reproduce?

- ▲ whales are born alive—they do not lay eggs
- ▲ they suckle their young



An information report

Whales

Whales are mammals. They live in the oceans all around the world. They have a fish-like shape, and they can move quickly through the water using their flipper and tail.

Bundles of information

All whales are big. The biggest is the blue whale. It can grow up to 30 metres long and weigh 130 tonnes.

Whales live on krill, which is a tiny shell fish.

The first sentence describes what you are writing about.

Writer's Challenge

After you have read more about whales, add one or more facts to the boxes above.

Write an information report

A FACT CHART

SHARKS

What kind of animal?

- ▲ sharks are fish
- ▲ they have large jaws and sharp teeth

- _____
- _____
- _____

What does it look like?

- ▲ they have smooth, tough skin
- ▲ they are grey-white or brown

- _____
- _____
- _____

How does it move?

- ▲ sharks move very fast
- ▲ they use their fins and tails

- _____
- _____
- _____

Where do you find sharks?

- ▲ they live in the ocean
- ▲ they sometimes swim in rivers

- _____
- _____
- _____

Add more facts
Write your facts
next to the
dots

Now write an information report. Use the information from the fact chart.

Structure

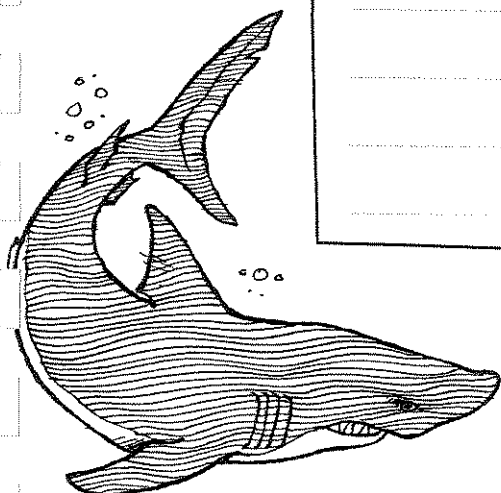
First sentence

Describe sharks

Sharks

More to do

In your writing book, write an information report on dolphins, or on a topic you are doing in class.



Dinosaurs

Structure

Title

General statement

What kind of animal

Description

Language feature

Science words

Action verbs

Science words (technical terms)

Dinosaurs

Dinosaurs are reptiles.

They lived on earth more than 130 million years ago.

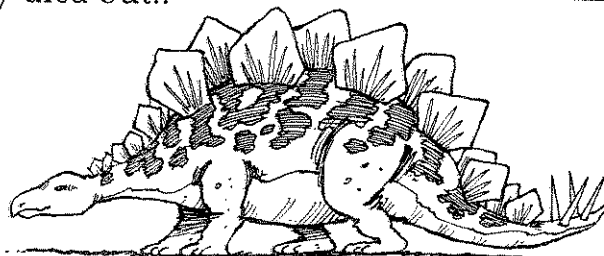
Some dinosaurs were huge. The Diplodocus and the Tyrannosaurus were bigger than elephants. The Brachiosaurus grew up to 27 metres in length.

Some dinosaurs were very small.

There were many different kinds of dinosaurs. Some, such as the Tyrannosaurus, ate meat. Others, such as the Stegosaurus, ate plants.

Some dinosaurs lived on the land, some swam in the sea and others flew in the air.

Dinosaurs are extinct. We do not know why they died out..



Conclusion

Finishing sentence

Writer's Challenge

Information reports contain science words. These are special words or terms used when writing an information report. Use the dictionary to find the meanings of these science words.

- 1 extinct _____
- 2 reptile _____
- 3 dinosaur _____

Write an information report

Reptiles

Write your own information report by filling in the gaps in the spaces below.

Title

General statement

Reptiles are scaly skinned animals. They are _____ blooded.

They need _____ sun to give them energy to _____.

Description

Types of reptiles

Write in different types

Appearance

Reptiles are often covered in _____.

They shed their _____.

Tortoises and turtles are the only ones with _____.

Sleeping habits

Some reptiles hibernate. (Look up dictionary to find meaning.)

That means _____.

Eggs

Reptiles mostly lay _____ with a hard leathery shell. Some reptiles

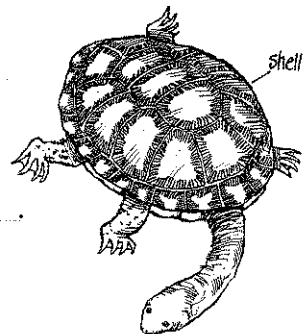
hold their _____ in their bodies and give birth to live young.

Concluding sentence

Reptiles have been on

_____ since the days of the

Fill in gaps



Scale —



More to do

Prepare a class information report. Find out about one type of reptile—snake, crocodile, lizard or turtle. Make notes first, then present your information report on a chart.

Bread

Structure

Title

General

statement

Description

New paragraph
for each new
part of topic

Language features

Bread

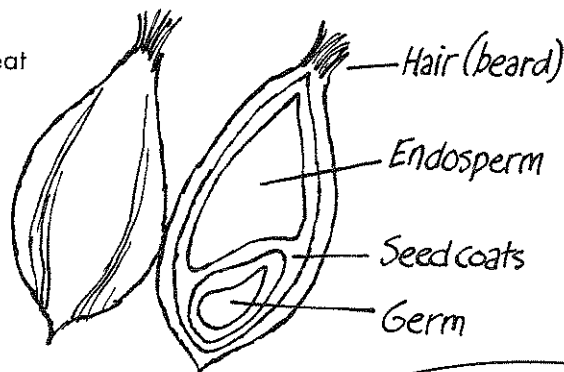
Bread is our most important food. We eat it more often than any other food.

Bread gives us energy and helps us grow. It contains vitamins to keep us healthy, and minerals which are good for teeth and blood.

Bread is made from flour, water, salt, sugar and yeast. Most of the flour is made from wheat grain. (Grain is another word for seed.)

Here is a diagram of a grain of wheat. At the bottom is the germ, which is the part that grows into a new plant when it is planted.

Grain of wheat



There are many types of bread available. These include white, rye, wholemeal and mixed grain breads.

Whether it's toast for breakfast or a sandwich or roll for lunch, most of us eat some type of bread every day of our lives.

Generic term
e.g. 'bread', rye
type of bread

Technical language
e.g. 'vitamins',
'minerals'

Use of
timeless present
tense

Topic
Sentences tell
what the paragraph
will be about

Conclusion

Writer's Challenge

Technical language

Most reports use technical language. Write at least 5 technical words from the report above.

E N _____ M

G _____

M _____ R _____ S

Y _____ T

V _____ N _____

Write an information report

Food and drink

Choose a type of food or drink, such as a soft drink, milk, sausages or butter, to write an information report.

Use the books and computers in your school to help you locate the information you need.

For the teacher

The search for information could be done as a group or whole class exercise. Use wall charts.

Structure

Title

General

statement

(what kind of food)

Description

New paragraphs for each new part of the topic

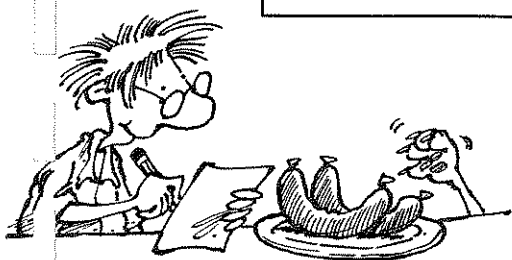
Diagram

Write a

concluding sentence

or paragraph

Handwriting practice area with horizontal lines and a dashed box for a diagram.



Use what you have learnt about information reports to prepare an information report on a topic of your choice. Present it as a two-minute talk to the grade.

Polar bears

Structure

Title

General

statement

Description

1 Location

2 Appearance

3 Food

Conclusion

Polar bears

Polar bears belong to the bear family.

They live in places like Alaska, Siberia, Norway, Sweden, Canada and other countries in the polar region.

The polar bear's coat is long and white. It has two layers. The fur underneath keeps the bear warm, and the outer coat helps it to shake off snow and water.

Adult polar bears weigh more than half a tonne. When they stand up they are nearly three metres tall.

Polar bears are carnivorous. Their main food is seals, which they catch through holes in the ice.

The polar bear is one of the biggest and most ferocious of all bears.



When they stand up polar bears are nearly 3 metres tall.

When they stand up polar bears are nearly 3 metres tall

Language features

Action verbs
e.g. 'live', 'shake', 'catch'

Diagrams

Science words

Writer's Challenge

Polar bears live in the polar regions. Use the report above and your atlas to complete the names of the countries below.

1 N _____ W _____

2 C _____ D _____

3 D _____ M _____ K _____

4 R _____ A _____

5 G _____ L _____ D _____

6 A _____ A _____



Write an information report

Bears

Write an information report. First decide which type of bear you are going to write about. It could be a grizzly bear, a brown bear, a panda bear or a teddy bear.

Find out all you can about the bear you have chosen. See if you can find a book about bears.

To write the report you can work with your teacher and other class members. Everyone can play a part in writing the report.

Structure

Title

The name of the bear

General statement

What type of animal is it?

Description

- Describe its size, colour, appearance.
- Describe the food it eats.
- How does it catch its prey?

Sleep

- When does it sleep?
- Does it hibernate in winter?

Finishing sentence

Is it big, dangerous or frightening to people?

Diagram of the bear

More to do

With a friend, create a book list of bears. Read the books and find out all you can about bears. Make a class poster about bears, including illustrations.

Why can you see your breath on a cold day?

Structure

Question in heading

Introduction
tells about topic

Explanation sequence
a series of points telling how and why

Conclusion
A rounding off sentence

Diagram
Explanations often have a picture or diagram

Why can you see your breath on a cold day?

If you go outside on a cold day and blow out your breath, you can see a small, steamy cloud in the air.

Your breath has moisture in it. Your breath is warm because the inside of your body is warm.

When you blow that moist, warm air into the cold, out-of-doors air, your breath suddenly cools.

Some of the moisture you have breathed out turns to water droplets. They form a small steamy cloud. This is called condensation.

If you breathe into your hands on a cold day, you can see and feel the moisture that forms on your hands.



Language features

Words showing how and why
e.g. 'if', 'when'

Technical terms

Action verbs
e.g. 'blow', 'breathe', 'see', 'feel'

Writer's Challenge

In your own words

Explanations are written to help you understand how and why something happens. Show your understanding of this topic by writing a short explanation in your own words.

Write an explanation

Why is the ocean salty?

Use the fact file to write an explanation for why the ocean is salty.

Do not forget to do a labelled diagram.

Structure

Write a question in the heading

Introduction
Sentence that tells about topic

Explanation
sequence
Write the facts in order so they tell how and why

Write a good conclusion

Fact file

- There is a lot of salt in the ocean.
- Salt is a mineral found in rocks and soil.
- When it rains, water picks up salt from rocks and soil and carries it to rivers.
- Rivers flow into the oceans and with them goes a little salt.
- This has happened for millions of years, and the ocean is now very salty.

More to do

Research funny and interesting aspects of the body, such as sneezing, hiccups, blinking, scratching, crying, smiling and burping. Choose people to write a short explanation for each topic, and make a body book for the grade to read and share.

Why do moths flutter around lamps?

Structure

Question in heading

Introduction tells about topic

Explanation sequence

A series of points telling how and why

Conclusion

Diagram

Explanations often have a picture or diagram

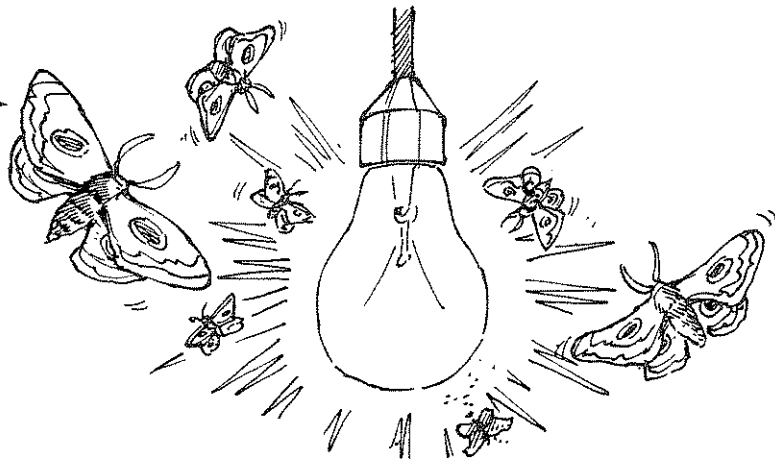
Why do moths flutter around lamps?

We have all seen moths fluttering around globes and candles at night.

They do this because when they fly at night they use the light of the moon and the stars for navigation.

Bright lights such as globes and candles confuse them, and they lose their way. They circle and crash into the lamps, and may even burn themselves on the hot bulb or flame.

When the light is turned off or the candle blown out, the moths continue on their way.



Language features

Technical terms

Words showing how and why

Action verbs
e.g. 'circle', 'crash'

Writer's Challenge Finding the main points

There are two main points in the explanation above.
Find them and write them in your own words.

- 1 _____
- 2 _____

Write an explanation

How do spiders catch their prey?

Explanations tell you 'how' and 'why' about the topic.
Use the fact file to complete the boxes below.



Spiders

1 Write two facts about how a spider traps its prey.

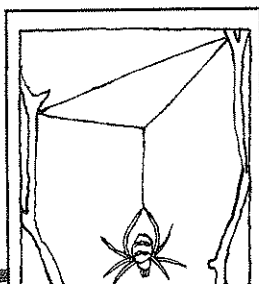
2 Draw a diagram showing how a spider traps its prey.

Use labels

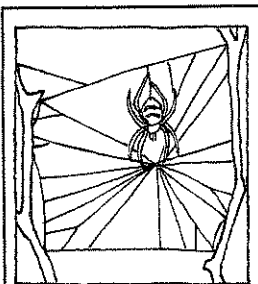
Fact file

Spiders

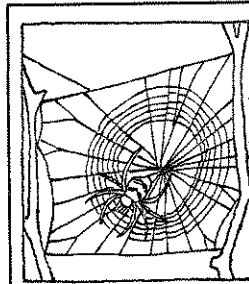
- Spider silk is as strong as steel thread of the same thickness, but is lighter and more elastic.
- Spiders mostly catch live insects.
- For many spiders, the web is both home and a food trap.
- In our climate (temperate) spiders usually live from one to three years.
- Web-spinning spiders pick up vibrations through the silk threads of the web. This makes it easier to catch insects because their eyesight is poor.
- Some web-spinners store insects to be eaten later. They cover their victims, dead or alive, in bands of silk.
- Spider silk is sticky. When an insect lands on the threads it is stuck!



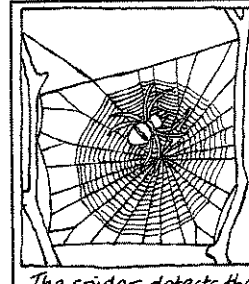
The support lines are built first.



Radiating threads are laid next.



The spiral thread is laid last.



The spider detects the vibrations of trapped prey via a 'signal thread'.

More to do

Whole class activity.
Use the facts you have written above to make a class wall chart on spider webs. Model the chart on the explanation about moths.

What are fossils?

Structure

Question in the heading
Introduction
tells about topic

Explanation sequence

Facts in order—
tell how and why

Conclusion
To sum up

Diagram
Labelled diagrams or pictures to explain topic

? What are fossils? ?

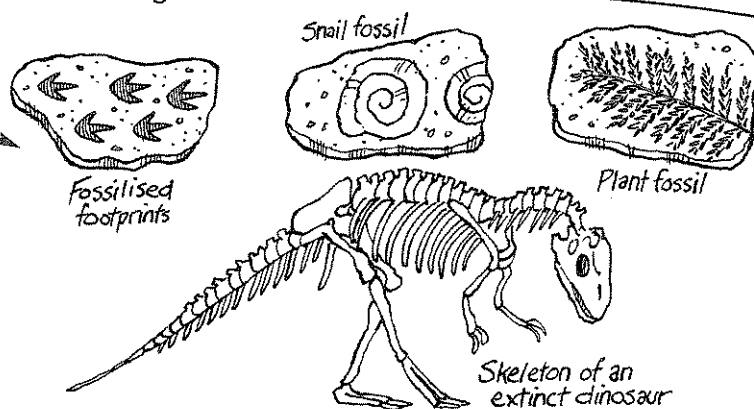
Fossils are the prints or parts of animals and plants that lived on Earth long ago.

Fossils help us to know what the plants and animals were like thousands of years ago. A fossil can be an animal that died and became trapped in sand, mud or rock. The soft part of the body rots, but the bones or skeleton becomes harder and turns to stone.

Some fossils are prints of a plant, or an animal or a shell. Sometimes living things fell into mud or tar and became buried. When the body rotted away a mould was left.

Scientists can fill the mould with plaster or plastic and make a cast of the animal.

Scientists who look for and study fossils are called palaeontologists.



Use of timeless present tense
e.g. 'rots', 'becomes', 'turns'

Words showing how and why
e.g. 'but', 'when'

Use of technical terms
e.g. 'palaeontologist'

Writer's Challenge

Technical terms

Explanations often use technical terms. Circle these technical terms in the explanation and find and write their meanings.

- 1 mould _____
- 2 skeleton _____

Write an explanation

Your own topic

Write an explanation about a topic that interests you.
It could be television, trucks, computers, rain.

Write your
heading as a
question

Introduction

Explanation sequence

Diagram

For the teacher

Students will need help before they begin this activity. An explanation could be modelled on a wall chart for the whole class. For example, 'rain', 'light bulbs'. Students might then work in groups to do research on their topic of interest before writing the explanation.

Conclusion

Cats make good pets

Structure

Title

Your conclusion

Arguments for

Arguments against

Conclusion

Language features

Cats make good pets

I think cats make good pets.

The reason many people love cats is because they are soft and cuddly they are good to play with and they look beautiful when they are kittens.

Cats are easy to look after. They don't eat as much as dogs and they don't have to be taken for walks all the time.

Sometimes cats can be dangerous. If they run away they can become feral and kill wild animals.

If people look after cats and give them a good home they can be a wonderful part of the family.



The title gives the reader an idea about the topic

First argument for

Second argument for

An argument against. The writer is giving both sides of the argument

Conclusion after a consideration both sides

Writer's Challenge

Are you in favour of having cats as pets?

Write your arguments for or against cats in the space below.

Write a discussion

Structure

Title

Your opinion

Arguments for

Argument
against

Conclusion

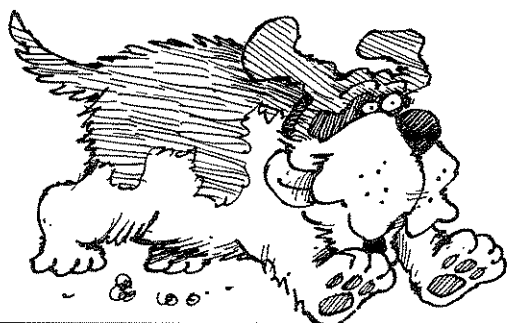
Dogs make good pets

I think

1 The reasons dogs can be good pets are because

2 Another reason dogs make good pets is because

A reason dogs might not be good pets is because



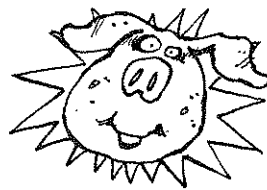
More to do

In your writing book, write why a tiger or an elephant would not make a good pet, or why a rat might or might not make a good pet.

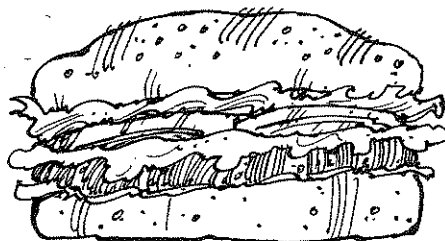
Poster: Babe burgers

Large bold name
of product

NEW!
B A B E
B U R G E R S



Symbol

Attractive
illustrationThe maker
or brand

The taste sensation
From **McJack's**

List of features

- ★ Juicy crumbed pork fillet
- ★ Hot apple sauce
- ★ Golden, crisp crackling
- ★ All on a toasted poppy seed bun

Great
value ONLY**\$2.95**

Price

or

Try the Babe Combo Curly BBQ chips and a drink
for just

\$4.95

LIMITED TIME ONLY

PIG OUT WHILE YOU CAN!!

Slogan

Writer's
Challenge

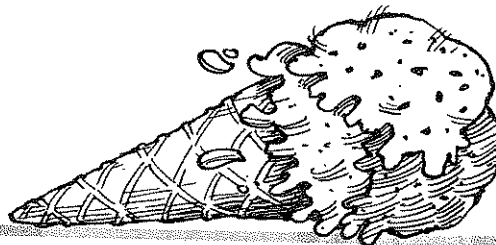
Persuasive language

Advertising posters contain words that aim to 'sell' the product, or to persuade people to buy the product. Collect examples of persuasive language in magazines and newspapers. Select the best and make a huge wall poster for the classroom.

Design an advertising poster

Design an advertising poster for a new ice cream that you have created. Make it really different and original. Think about flavour, shape, size, packaging etc.

Write the name of your ice cream in large letters. Draw a bright, attractive picture of your product. Show the price clearly.



More to do

Work with a partner to write a radio advertisement to sell your new ice cream. Rehearse it and record it on a tape recorder to play back to the grade. Really 'sell' the product!

The ants and the grasshopper

Structure

A fable

Orientation
Telling when
and why

It was a sunny spring day and the grasshopper sang with joy.

He looked down at some ants. They were working hard, looking for grain to take to the store.

"Poor things," he thought.

Sequence
of events

"Don't work so hard," he called. "Come and dance with me."

The ants kept on working.

"If we don't work now, we'll have no food in the winter," they said.

"That's silly! Winter is months away. Surely you could dance for two minutes."

But the ants kept on working.

Months passed. It was a fearful winter and the grasshopper was so cold and hungry he could hardly move.

He trudged past the warm, cosy ants who were enjoying a feast. "Please give me some food!" he cried.

Resolution

The tale is
written to teach
a lesson or to
make a point.

The ants kept on eating. "No," they said. "You sang and danced in the sunlight when you could have been working, so now you can shiver and starve in the snow!"

Language features

Happy words
e.g. 'sun', 'spring',
'dance'

Repetition
'the ants kept
on ...'

Very short
sentences followed
by a long one

Alliteration
sounds pleasant
and is easy to
remember.

Writer's Challenge

Draw a before and after picture. One of spring, with the grasshopper dancing in the sun while the ants work busily, the other a winter picture with the ants warm and cosy and the grasshopper hungry and cold.

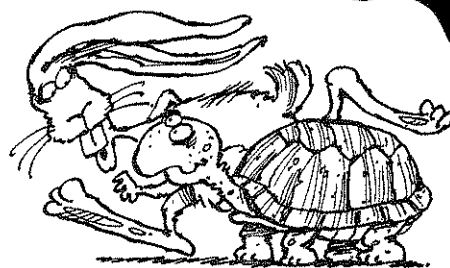
Before

After

Write a fable

An animal fable

Choose your animals and moral. Now write a story which shows that your moral is right.



Structure

Title

Orientation

Why? What?

When?

Sequence

of events

Don't forget

a new

paragraph

for a new

event

Resolution

(concluding sentence)

Does your fable teach a lesson?

More to do

In your writing book, retell a well-known fable. It could be ... slow and steady wins the race or 'Too many cooks spoil the broth'. Or choose one of these proverbs: 'Look before you leap', 'Don't be greedy', 'Don't show off', 'You can have too much of a good thing'.

Princess and Oink

Structure

Orientation

Telling who, where and what

Complication

Something happens which changes princess's life

It all goes well for a while but a worse complication

Resolution

Things work out well—in the end.

Princess and Oink

Once upon a time there was a pig called Princess. Princess was a clean pig. She loved to dance, and she sang at the opera. Everybody came to watch her sing.

One day a pig called Oink came to town and heard Princess sing. He said to himself, "She has a marvellous voice." After the concert, Oink went to see Princess, and he gave her some flowers and a box of chocolates. They went out to dinner.

At dinner Oink said, "You sang beautifully tonight. Isn't it hard work to sing?"

Princess replied, "No, all you have to do is sing," and they laughed.

Now after every concert Oink went out with Princess.

One day Oink said, "I want to marry you."

Princess replied, "Yes, I want to marry you, too."

So they married. But Princess found out that Oink always went into mud and he was loud and lazy. She had to do it all! She had to clean his shoes, get him dressed, make the bed and a lot more things.

One day Princess said to her husband, "I won't have it any more!" Then Oink thought how nice he was when they met and said to Princess, "I will help with everything." From then on Oink always helped by cleaning his shoes and making the beds—and he even got her a box of chocolates and flowers and took her out, and they lived happily ever after.

Sam, Year 3

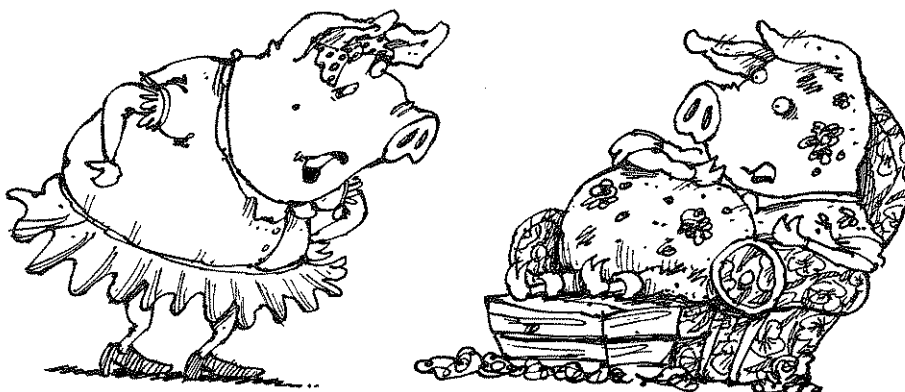
Language features

Proper nouns
e.g. 'Princess',
'Oink'

Past
tense verbs
e.g. 'heard', sang
'said', 'laughed'

Exclamation mark
to show horror
e.g. 'She had to
do it all!'

Dialogue (when
people talk) makes
stories funny and
more realistic
e.g. "I won't have
it any more!"



Writer's Challenge

Narratives often contain dialogue. Quotation ('talking') marks show when people are speaking. Use a red pen to underline all the words in the story which are spoken. (Look for the words which are inside the quotation marks.)

Write a narrative

Oink's story—a different ending

What would have happened if Oink hadn't changed his ways?
What if he had stayed lazy and muddy?

Read the story again and write your own ending. Continue the story from ... One day Princess said... "I won't have it any more!"

You continue

Princess and Oink continued ...

One day Princess said "I won't have it any more!"



More to do

Write your own 'pig' story. It could be a story about well-known pigs, or one that is all your own.

The three little pigs

Structure

Orientation

Many fairy-tales begin with 'Once' or 'Once upon a time'

Sequence of events

Animals in these tales can talk and do magic things. Stories and characters are not real.

Problems are solved. Fairy-tales have happy endings.

Conclusion

The three little pigs

Once upon a time there were three little pigs who decided to build homes of their own. The first little pig built his home from straw. The second little pig built his home from sticks. But the third little pig decided to build his home from bricks.

One day the wolf came to the house of the first little pig.

"Little pig, little pig, let me in!"

"Not by the hair of my chinny chin chin!"

"Then I'll huff and I'll puff and I'll blow your house down!" cried the wolf.

And he did.

The first little pig raced to the house of the second little pig, but the wolf huffed and puffed—and blew the stick-house down!

The first and second little pigs ran to the house of the third little pig, but the wolf followed them.

"Little pigs, little pigs, let me in!"

"Not by the hair of our chinny chin chins!"

"Then I'll huff and I'll puff and I'll blow your house down!" cried the wolf.

And he huffed and puffed, and puffed and huffed, but he couldn't blow down the house made of bricks.

So he climbed up on the roof to the chimney—and down he jumped.

SPLASH!

He landed in a pot of very hot water that the pigs had put on the stove.

With a "YOWWWWWWW!" he ran off to cool down in the river.

The pigs never saw him again, and they all lived happily ever after in the strong brick house.

Language features

There are problems in fair tales

There are good and evil characters.

Many tales end with 'happily ever after'

Writer's Challenge

Narratives often contain dialogue (talking).

Shade in with a coloured pencil all the dialogue in this story. (Hint: Look for the quotation marks.)



Write a narrative

Fairy tales

Write your own fairy tale. Choose your own characters and places.

Structure

Title

Orientation

Write a good introduction. Begin 'Once' or 'Once upon a time'

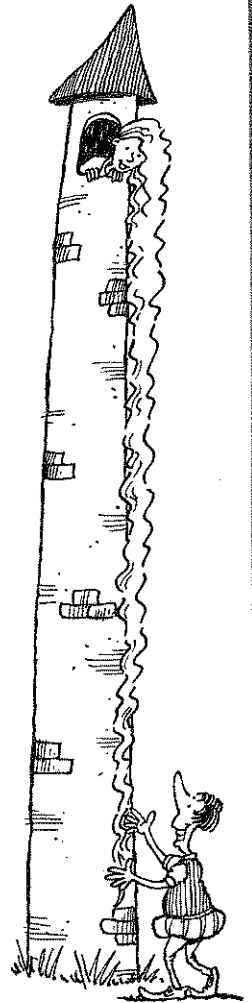
Sequence of events

Outline problem to be solved

How is problem solved

How does story end? What happens to characters?

Conclusion



More to do

Imagine that your fairy tale has been published as a picture-story book. In your writing book, design a cover for your book. It must have a front cover and a blurb for the back cover.

The golden hat

Structure

Title

Orientation

When?

Who?

Where?

Sequence

of events

He asks the seagull and the fisherman to help (a series of complications).

He asks the boy to help.

Resolution

The Golden Hat

ONCE, a small fish lived with a school of other fish, right in the middle of the deep blue sea. It was dark under the water, but when they swam up to the top they could see the big blue sky, the white clouds and the golden hat.

"I'd love to have that golden hat," said the fish to the seagull. "Seagull, please would you fly as high as the sky and bring me back the golden hat?"

"Swim away, small fish!" cried the seagull, "Or I'll swoop down and eat you for lunch."

The fish swam away quickly.

Next she met a fisherman. "Fisherman, please would you catch the golden hat for me?"

"Swim away, small fish!" cried the fisherman, "Or I'll catch YOU and eat you for my dinner!"

The fish swam away quickly.

Much later, the small fish asked a boy with a net if he could help. "I'll try," the boy said as he put the fish in his net.

He swung the net around and around and the fish was flung up—and up—right up to the blue sky, white clouds and golden hat.

"Oh no!" she cried, "It's not a golden hat at all! It's the SUN! And she fell back into the sea with an ENORMOUS splash!"

The other fish raced up. "Where is the golden hat?" they cried.

The small fish felt sad. "It's not a golden hat," she whispered. "It is only the sun."

They all laughed at her. "Don't be so silly!" they said. "OF COURSE it is a golden hat! Fancy saying it is the sun! Don't tell fibs!"

And away they swam, laughing and playing.

Language features

Linking words to do with time e.g. 'Next', 'Much later'

Past tense verbs These are action words. They tell us what has happened

Dialogue Notice that whenever there are words spoken, talking marks are used

The ending Is this a happy ending? What is the moral? Do you don't like this ending write a better one.

Writer's Challenge

In narratives, things often happen in threes. List the three creatures that the little fish asked to help.

- i _____
- ii _____
- iii _____

Things

The poem below is modelled on a poem (also called 'Things') by William Jay Smith.

This poem was written by Peter Meade when he was in Grade 4 at Montrose Primary School in Victoria.

Structure

Title

4 lines that rhyme

The last line in each verse is the same

Things

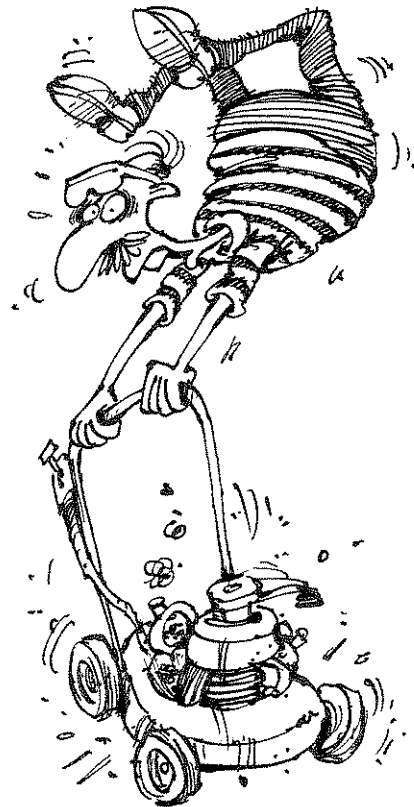
Lawns are for mowing
Cars are for towing
Boats are for rowing
Cats are for showing
Cricket's for fun.

Rivers are for boating
Logs are for floating
Presents are for gloating
Horses are for oating
Cricket's for fun.

Lions are for roaring
Storms are for pouring
Cats are for clawing
Rats are for gnawing
Cricket's for fun.

Poet

by Peter Meade



Language features

The syllables or sound parts in each line give the poem its rhythm

Rhyming words

Repetition of the last line gives it added importance

Writer's Challenge

Time for a rhyme

Write rhymes for:

sigh _____
when _____
sea _____
silly thrilly* _____

* Sometimes it is **sunny** to **shake up** some **birds**.
funny **make up** **words**

Write a poem

Things

Write your own 'Things' poem, modelled on the one on the left-hand page. Illustrate it with 'Things' from your poem.

Remember
rhythm and
rhyme

Write your
title here

by

Write your
name here

**More
to do**

Publish your poem beautifully on A4 paper and cover paper, and make a class book of 'Things' poems to share and enjoy.

Autumn leaves

Structure

Title

Verses

- 6 verses
- 3 lines in each verse
- Last two words of each verse rhyme

Autumn Leaves

- Leaves in my sleeves
Leaves in my hair
Autumn is leaving leaves everywhere.
- Leaves in my dress
Leaves in my shirt
Autumn is throwing leaves in the dirt.
- Leaves when it rains
Leaves when it blows
Autumn leaves leaves wherever it goes.
- Leaves in the air
Leaves on the ground
Autumn paints leaves with never a sound.
- Leaves in my ears
Leaves in my eyes
Autumn gives trees a winter surprise.
- Leaves in my sleeves
Leaves in my hair
Autumn is leaving leaves everywhere.



Language features

'Leaves' repeated

'Autumn' repeated

Rhyming words

Authors

Virginia Ferguson and Peter Durkin

Writer's Challenge

Sometimes poems contain rhymes, other times they do not. In *Autumn leaves* there are many rhyming words. Look in the poem for the words which rhyme with:

- | | |
|------------------|-----------------|
| 1 dirt _____ | 4 hair _____ |
| 2 ground _____ | 5 goes _____ |
| 3 surprise _____ | 6 sleeves _____ |

Make a list

Write 10 words which rhyme with 'trees'.

Write a poem

Autumn, summer, winter or spring

Write your own poem. Model it on the poem on the opposite page.

Choose one of the seasons—autumn, summer, winter or spring.

Try to write five verses. Make the first and the last verse the same.

Structure

Title

Verse 1

Verse 2

Verse 3

Verse 4

Verse 5

Author

**More
to do**

Write a 'four season's poem, working in groups of four. Each person chooses a season and writes a verse for that season. Present the poem on an A4 page and illustrate it. Each group presents its poem to the class, and then displays it.

A poem about the senses

Structure

Title

Walking through the zoo

Verse 1

Line 1 is repeated in each verse

Lines 2 and 4 rhyme in each verse

Walking through the zoo.
What is that I see?
It is a rhino!
Staring straight at me.

Verse 2

Walking through the zoo.
What is that I hear?
It is a lion!
Roaring in my ear.

Verse 3

Walking through the zoo.
What is that I smell?
It is the monkeys!
They don't smell well.

Verse 4

Walking through the zoo.
What is that I feel?
It is a parrot!
Nibbling at my heel.

Verse 5

Walking through the zoo.
What is that I say?
I am coming back...
Another day!

Poet

Anon.

Anon. is short for ANONYMOUS, which means the author is not known.

You be the artist.
Draw funny small pictures for each verse.

Writer's Challenge

Go on a class trail. Work with your teacher. One person is blindfolded, your friend is the helper. You have to go round, over, across, under things in the school ground without getting hurt. After you have both had a turn, write about how it felt. It might be a poem, or it might just be a description of your feelings.

Write a poem

A poem about the senses

Some of the lines of the poem have been written. Write in the words for the missing lines. Remember, the poem is about what you see and hear and smell and feel and say in the bush.

Structure

Title

Verse 1

Walking through the bush

Walking through the bush
What do I see?

You write this line

birds
flowers trees
bright insects
butterflies

A twig and a bee.

Verse 2

Walking through the bush
What do I hear?

You write this line

buzzing bees
calling birds
whistling wind
crunching leaves

Loud and clear.

Verse 3

Walking through the bush
What do I smell?

You write this line

eucalyptus leaves
fresh air and leaves
teatree smells
honey blossom

An old egg shell.

Verse 4

Walking through the bush
What do I feel?

You write these lines

dripping water
creeping branches
prickly thorns
leaves underneath

Verse 5

Walking through the bush
What do I say?

You write these lines

shout loud
whisper
talk to the birds
'Hip, hip, hooray!'

Poet
(your name)

More to do

In your writing book, write your own poem. It could be another poem about the senses. For example, 'Walking in the city', 'Walking by the seaside' or it could be a different kind of poem.

Nan

Structure

Title

Nan

Setting

Who? What?

Sequence of events

I love my Nan. She is dead. I miss her very much. She was Dad's mum. When Nan died, Dad was very sad.

1 My Nan used to pat me on the shoulders, and then I turned around and hugged her. I want to have her back.

2 We went to her house when Mum and Dad went out. I love it when we went to Nan's house. I begged for Mum and Dad to go out.

3 Dad loved Nan very much.

Ending

Gran went to Queensland with Nan. Gran cried when Nan died.

I cried, too.

Author

by Maddy

Language features

Personal pronouns
e.g. 'I', 'she',
'we', 'her'

Action verbs
e.g. 'love',
'hugged', 'cried'
show the writer's
feelings

Proper nouns

For the teacher

In factual recounts, events are in time order, and feelings are not important. In literary recounts (like this one), events and feelings are mixed up and are not in time order. This recount is about feelings and memories.

Writer's Challenge

Proper nouns always begin with a capital letter, and name a particular person, place or thing. The answers to the questions below are all proper nouns.

- 1 What is the title of the literary recount? _____
- 2 Who is the author? _____
- 3 Where did Nan go? (which state) _____
- 4 Who went with her? _____

Writer's word list

a

about

after

again

all

also

always

am

an

and

another

any

are

around

as

asked

at

away

back

be

because

bed

before

best

boy

brother

but

by

called

came

can

car

children

Christmas

colour

could

couldn't

Dad

day

did

didn't

do

dog

don't

door

down

eat

ever

every

father

finally

find

first

for

found

friend

friends

from

fun

get

go

going

good

got

had

has

have

heard

help

her

here

him

his

home

house

how

I

I'd

I'll

I'm

if

in

into

is

it

its

just

know

left

like

little

long

look

made

make

man

many

me

money

moon

more

morning

most

mother

Mr.

much

mum

my

name

never

new

next

nice

night

no

not

now

of

off

oh

old

on

one

only

or

other

our

out

over

people

play

put

ran

really

red

right

room

said

saw

say

school

see

she

should

so

some

something

started

take

tell

that

the

them

then

there

these

they

thing

think

this

thought

three

time

to

told

too

took

two

up

us

very

wanted

was

water

we

well

went

were

what

when

where

while

white

who

why

will

wish

with

work

world

would

year

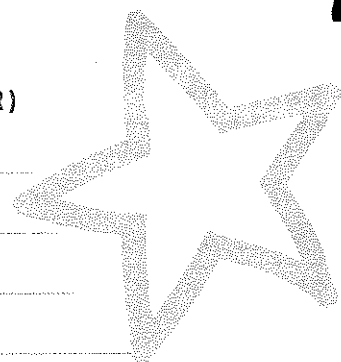
years

you

your

What I think about my writing

My writing goals (TO BE COMPLETED AT THE START OF THE YEAR)



Things I can do

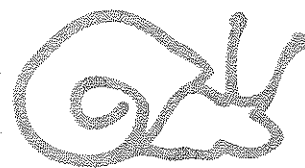
JUNE



DECEMBER

Things I need to improve

JUNE



DECEMBER

Student's writing profile

Code
E = Established
C = Consolidating
B = Beginning
NA = Not Apparent

INDICATORS

CODE

1 Recounts

- Understands that recounts can record events and can re-tell personal experiences
- Understands that recounts include diaries, news reports, journals, biographies
- Provides details of setting/environment
- Interprets events imaginatively and elaborates the most important
- Elaborates aspects of character in relation to events
- Develops character by use of dialogue or important actions
- Sustains recount topic throughout
- Writes a concluding statement that summarises/evaluates the recount
- Maintains past tense
- Uses varied conjunctions and linking time words
- Groups related sentences into paragraphs

2 Procedures

- Demonstrates understanding of the range of purposes for written procedures
- States goal in precise language
- Lists materials required under heading and uses appropriate layout
- States method/instructions in detail and in correct sequence
- Uses diagrams and labels to support text
- Refers to classes of things as well as specific things within that class
- Uses action words to begin steps in procedure
- Maintains simple present tense
- Uses linking words such as 'next', 'after'

3 Reports

- Understands that reports provide information
- Writes an introduction with a generalisation/classification
- Includes some detailed, accurate description of the report subject
- Elaborates upon special features of subject
- Makes relevant comparisons to aid in visualising the subject
- Uses paragraphs to organise information
- Uses specific vocabulary related to subject
- Maintains timeless present tense
- Uses linking verbs and timeless action verbs effectively
- Writes a concluding paragraph that includes the main aspects of the report

E C B NA

INDICATORS

CODE

4 Explanation

- Recognises that explanations explain how things work, and provides reasons for phenomenon
- Includes information in a logical sequence
- Explains links between cause and effect
- Uses cause and effect linking words, e.g. 'if', 'when', 'why'
- Uses simple present tense consistently
- Uses passive voice, e.g. 'is caused by'
- Uses a range of subject-specific terms

5 Exposition

- Writes an introduction that provides content for the argument following
- Provides adequate information in a logical, systematic way
- Attempts some generalisation
- Includes some personal judgements about the topic
- Attempts a summarising paragraph that re-states/reinforces the position adopted
- Makes effective use of conjunctions such as 'too', 'also', 'although', 'however'

6 Narrative

- Understands that stories are written for a variety of reasons (to entertain, teach, inform etc.)
- Chooses a suitable title
- Includes details of time, place and characters to establish context
- Uses detailed description of characters
- Includes events which develop into complications
- Uses environment to build suspense
- Attempts to tie together events in order to provide a satisfying conclusion
- Resolves conflicts in the story
- Uses some similes, metaphors and imagery to add interest
- Uses a variety of sentence lengths to change tempo of writing

7 Writing strategies

- Uses other texts as models for own writing
- Adds to/improves writing in response to suggestions from peers, teachers, helpers
- Presents writing in a legible and attractive format appropriate for the audience
- Attempts new words in writing, even though unsure of correct spelling
- Identifies and corrects errors in known spelling, using a variety of strategies and resources
- Checks drafts for meaning and correct use of writing conventions

Text Types

for Primary Schools

	BOOK 6	BOOK 5	BOOK 4	BOOK 3	BOOK 2	BOOK 1
FACTUAL TEXTS						
Procedure	- How to make a shadow puppet - How to build a beam bridge - How to make worm litterers - How to make a thaumatocope	- How to make a compost bin in a soft drink bottle - Maps and directions - How to make a bull-roarer - The four torn edges	- Yeast power - Pirate's treasure - Making a worm farm - A tricky party trick	- A paper bag monster - Making a pizza - How to make mud pies - How to make pepper jump	- How to yarp - How to grow trees on tiny islands - How to make a floating flower - How to make a green hairy thing	- How to make yellow jelly - How to make a coin rubbing - How to make decorated biscuits - How to make a daisy chain
Recount	- The first day of school - A newspaper report: TV zaps memory - Why me?	- Moving house - A day in my life - A brush with a shark - A newspaper report	- Our mud fight - A trip to the zoo - Shannon's journal	- Stitches in my head - A school visit - The Melbourne Zoo - The day our duck egg hatched	- Harry Harry's haircut day - The new playground - I fell in the river - The big fish	- What I did yesterday - I remember crying - A thank-you letter
Information report / factual description	- Fingerprints - Insect-eating plants - The Internet - From egg to tadpole to toad	- Boomerangs - Jupiter - Praying Mantis - Teeth	- Elephants - Tyrannosaurus - Mummies - Spiders	- Our axolotl - Wholes - Dinosaurs - Bread - Polar bears	- The shapes of leaves - From the sheep to the singlet - Butterflies - Robots - Chickens	- What am I? A puzzle - My favourite toy - How cola is made - Ants
Explanation	- Why do leaves change colour in autumn? - What causes the doldrums? - What is a red giant?	- What causes earthquakes? - Where does food go? - What causes thunder and lightning?	- How are rainbows formed? - Why do stars twinkle? - Why do we feel dizzy when we spin around?	- Why can you see your breath on a cold day? - Why do moths flutter around lamps? - What are fossils?	- Why are birds' beaks different? - Why do birds sing?	- How does a plant grow? - Why we get sunburnt
Exposition / discussion	- A national disgrace - The coach's address - Writing an advertisement - Natural and processed food	- Bush dance poster - Letter to a magazine - Letter to a council youth worker	- A letter to the kids' council - Spaghetti - Sun bars	'Cats make good pets' (discussion) - Poster: Babe burgers	- What we need in the world - Lollies (discussion) - Kongashoos (poster)	"I like..." - A party invitation
LITERARY TEXTS						
Narrative	- Second-time Cinderella - The starfish story - Around the bend	- An old story with a new ending - Captured - The bags full of faults	- Why the bear has a stumpy tail - The sick camel - On the way to school - Sunblossom's story	- The ants and the grasshopper - Princess and Onk - The three little pigs - The golden hat	- The magic horse - The day Bill ran away - Albert the dinosaur - The seed that grew	- The poor woman's wish - Stuck up a tree - The scared elf - Two stories
Poetry	- Why? - Landscape - That was summer	- He was... - Acrostics - What is a million?	- Birds and gurls - Definitions - In my head	- Things - Autumn leaves - A poem about the senses	- Dreams - Beans, beans, beans - Over and under	- The 5 Ws - Wish - Jump or jiggle - Quiet is...
Literary recount	- Talking about me - Where do writers get their ideas?	- Along the river track - My special person	- My shed - My friend Pelican	Nan	Slurpy's day	- My special place - I like hearing the crickets

Text Types ^{BOOK} 3

for Primary Schools

Text Types for Primary Schools is a series of seven innovative student books designed to help students write in a variety of text types according to their needs and purposes. The books provide lively, relevant writing models that reflect the aims of all current state curriculum documents.

Text types covered:

Factual texts

★ Procedure

★ Recount

★ Information report

★ Explanation

★ Exposition/discussion

Literary texts

★ Narrative

★ Literary recount

★ Poetry

The books are divided into 26 units of work.

Each unit focuses on a specific text type.

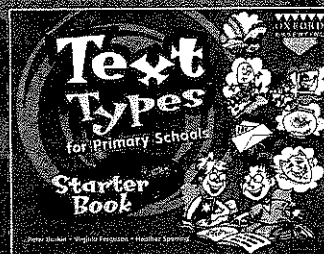
Each unit consists of two pages, and includes the following features:

- ★ A model of a particular text type
- ★ A corresponding page for students to practise this text type in context
- ★ Additional ideas and activities to extend students' knowledge of the different text types.

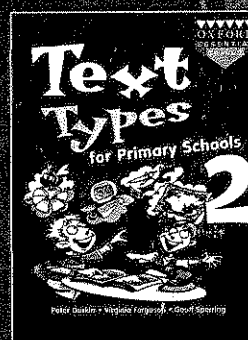
Other features include:

- ★ Scope and sequence chart
- ★ Progress chart to keep track of the student's work
- ★ Student self-assessment page
- ★ Overview of the topic content for all text types featured in the series.

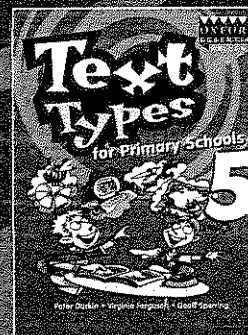
OXFORD
ESSENTIAL
SKILLS



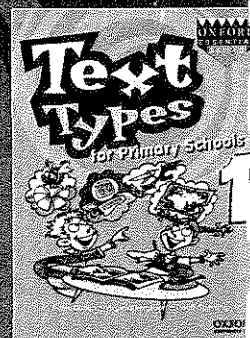
Starter Book
0 19 551 202 2



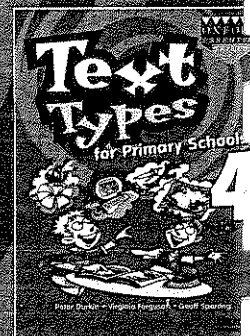
Book 2
0 19 551 204 9



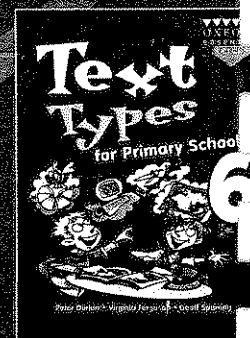
Book 5
0 19 551 207 3



Book 1
0 19 551 203 0



Book 4
0 19 551 206 5



Book 6
0 19 551 208 1

ISBN 0-19-551205-



9 780195 512052
AUSTRALIA & NZ